**Module Planning Protocol**

**Purpose:** To provide a method for looking at a module to determine how the big ideas are taught and assessed in order to streamline daily lesson planning and increase connections between teaching and assessing standards.

**Step One: Examine the Standards.**

What do we want our students to learn?

**Step Two: Analyze Assessment of Standards.**

How will we know if they have learned it?

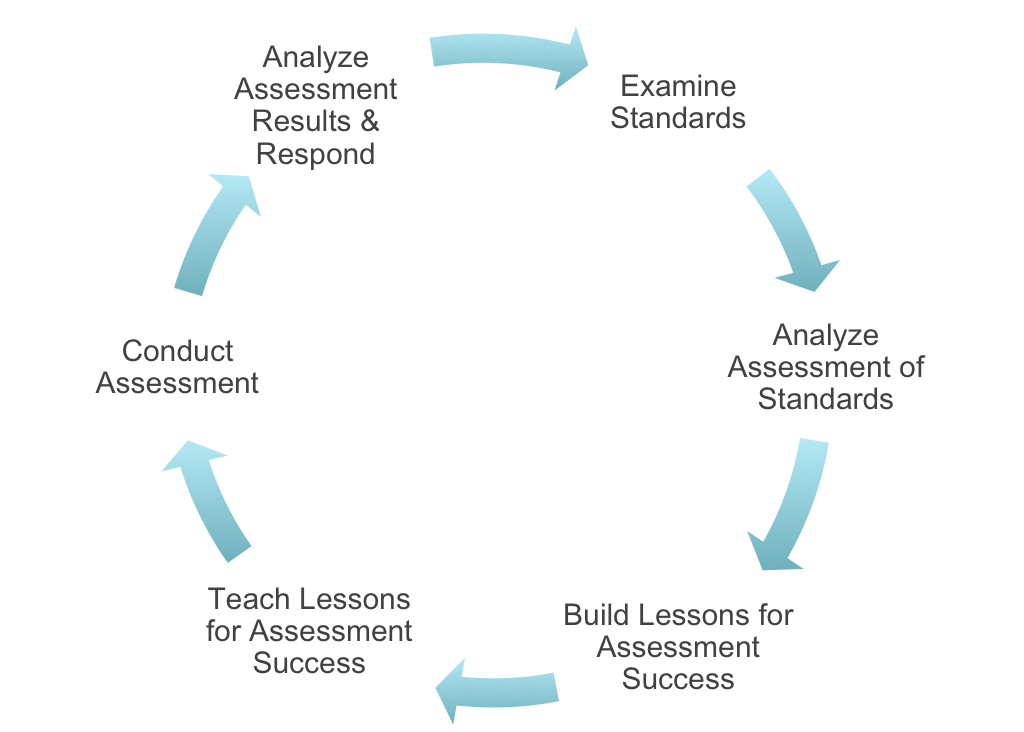
**Step Three: Build Lessons for Assessment Success.**

How are we going to teach it?

**Step Four: Teach & Monitor Progress**

* **Monitor Progress**
* **Conduct Assessments**

**Step Five: Analyze End-of-Module Assessment Results**



Cycle of Teaching and Learning

**Step One: Examine Standards and Big Ideas.**

What do we want our students to learn?

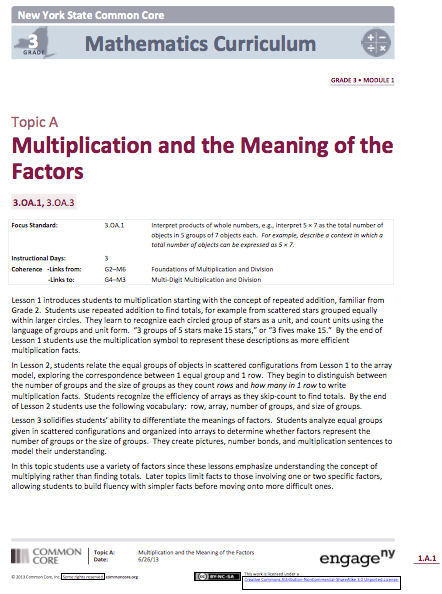
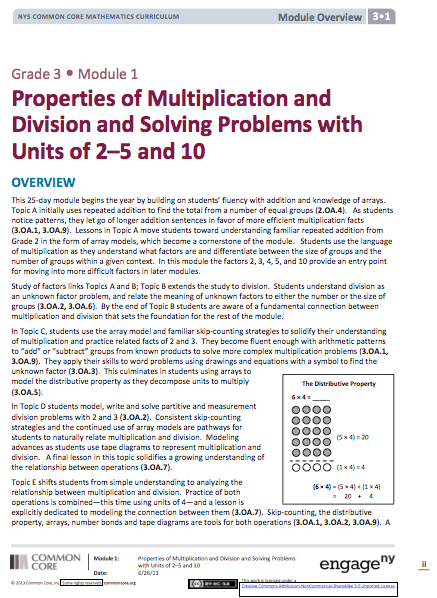
* Read the Module Overview. This will develop the lens through which you will view the assessment.
  + Highlight the big ideas that are taught & assessed in this module.

*How well are your students prepared for this learning?*

*Will they need support on foundational standards?*



* If necessary, look to the Topic Overviews. You can find links to prior modules (in your grade or the prior grade) that address foundational standards*.* (Utilize concept development, application problems, fluencies, etc.)

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**Module Overview**

**Topic Overview**

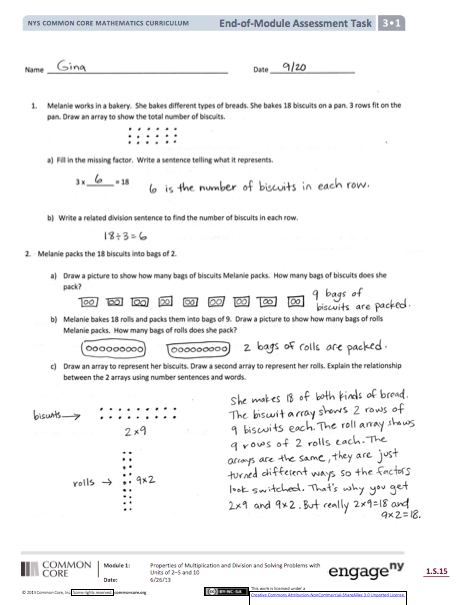
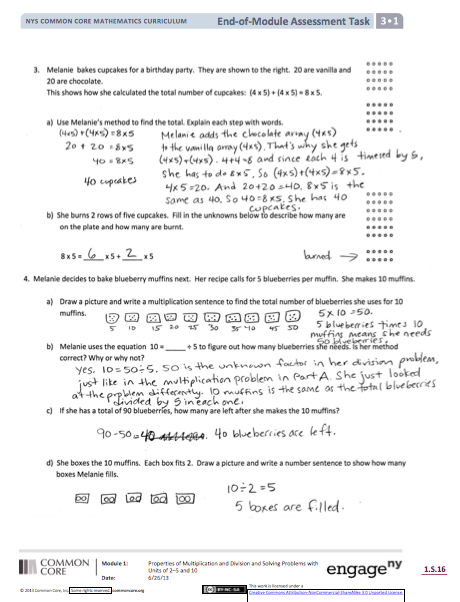
**Step Two: Analyze Assessment of Standards**

How will we know if they have learned it?

* Examine the End-of-Module Assessment.
  + Look at how the standards are assessed. Note that in most cases, multiple standards are assessed with each item.
* Examine the Mid-Module Assessment.
  + Look at how the standards are assessed.
* **Module Planning Matrix: Note the item number and big idea assessed for each EOM item. Write the corresponding item number (if any) for the MM items that assess the same big ideas.**

*To what level are the standards assessed?*

*What models or representations are students expected to use?*



**Step Three: Build Lessons for Assessment Success**

How are we going to teach it?

* **Fill out the Module Planning Matrix as you examine components of the module and think about the questions.**

Watch the Teach Eureka video for the module.

*How are the big ideas presented?*

*What is the best way to present these ideas to my students?*



Examine the Exit Ticket.

*Is the goal of this lesson one of the big ideas, or is it a lesson that builds toward a big idea?*



Examine the Problem Set.

*How does the Problem Set connect to the Exit Ticket? Are some of the problems less complex? More complex?*



Examine the Concept Development.

* Highlight activities and/or questions that will move your students toward learning the big idea.
* Make note of additional practice, models, or explanation your students may need in order to understand the big idea.

*How does this vignette prepare students to show what they know on the exit ticket? End-of-Module Assessment?*



Examine the Student Debrief.

Highlight questions that will aid in your discussion. Write additional questions if needed.

*How does the Debrief solidify students’ learning of the big ideas?*

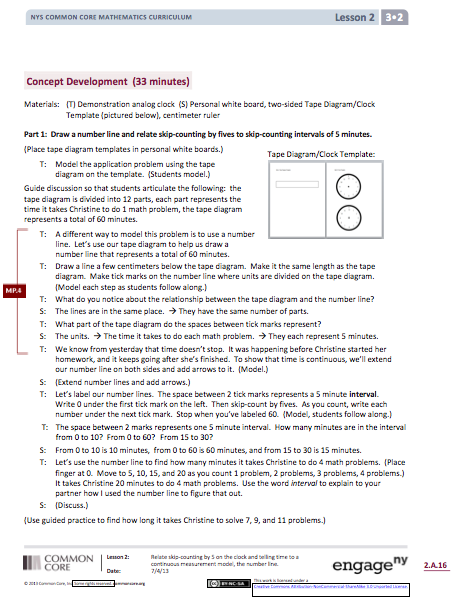
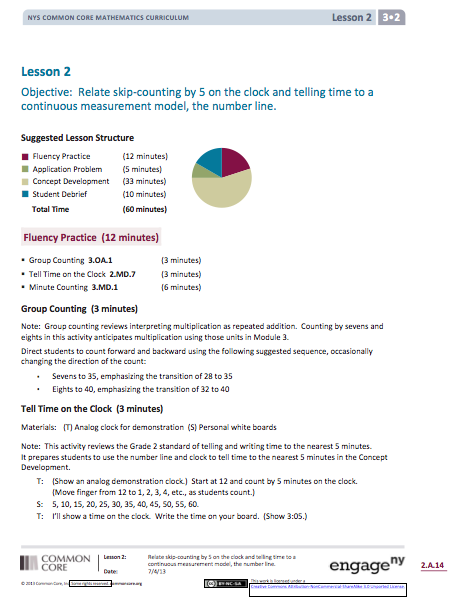


**Step Four: Teach Lessons for Assessment Success**

How do we know that our students are learning the big ideas?

*How are students performing on Exit Tickets that assess the big ideas? What adjustments are needed?*

*How are students performing on the Mid-Module Assessment? What adjustments are needed?*



**Module Planning Matrix**

Grade \_\_\_\_\_\_\_\_\_ Module \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **EOM** | **MM** | **Big Idea** | **Taught** | **Practiced** | **Exit Ticket** |
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